El ORAL INDIVIDUAL: Escucha a tu compañero/a y escribe apuntes.

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| GENERAL DESCRIPTION: Did the student give an overview of the picture?/Start out with a general description? Where is it? What is it a picture of? Etc.. | SPECIFIC DESCRIPTION. LUXURY VERBSION.  Did the student give good specific descriptions rather than a grocery list of items. Eg “Hay un hombre guapo que regatea con una mujer bonita. El hombre no está feliz porque la mujer no le da un buen precio. El piensa que no es una ganga, y es un robo. Pero la mujer dice que la corbata está hecho a mano…” | SPANISH CULTURE:Did the student use any culture? Say that it is in a Spanish speaking country? Talk about the food in a Spanish speaking country: (eg la paella, el gazpacho, la tortilla española) etc.. |
| TRANSITION WORDS: What transition words did the student use? | PERSONAL OPINIONS: Were expressions and phrases used to express opinion? | OPINIONS OF PEOPLE IN PICTURE:  Did the student use expressions to say what people in the picture think, say, believe…eg dice(n) que, cree(n) que, piensa(n) que. Eg. “El hombre dice que es un robo.” |
| DESCRIPTIVE VOCAB & COMPARISONS: Did the student use a variety of vocab to describe?  Did he she use any comparatives? | CORRECT GRAMMAR:  Is the grammar correct? Do adjectives agree with nouns? Do verbs agree with subjects? … Were there any glaring errors? | CLEAR AND UNDERSTANDABLE:  Is the description comprehensible and clear? |
| FEEDBACK: What did the student do well?  FEED FORWARD: What could the student improve? | | |